

About The New England Common Assessment Program

This report highlights results from the Fall 2011 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2011 Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2011-2012

School Results

School: Fred P Hall School

District: Portland Public Schools

Code: 1134-1347



Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2011-2012

Grade Level Summary Report

School: Fred P Hall School
 District: Portland Public Schools
 State: Maine
 Code: 1134-1347

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	79			513			13,739			100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	72	73	72	488	492	486	13,422	13,440	13,395	91	92	91	95	96	95	98	98	97
With an approved accommodation	14	14	13	110	112	94	2,707	2,743	2,599	19	19	18	23	23	19	20	20	19
Current LEP Students	12	13	12	130	134	130	436	449	434	17	18	17	27	27	27	3	3	3
With an approved accommodation	5	6	5	54	59	47	196	212	185	42	46	42	42	44	36	45	47	43
IEP Students	10	10	10	64	64	63	2,123	2,131	2,111	14	14	14	13	13	13	16	16	16
With an approved accommodation	9	8	8	55	53	48	1,751	1,755	1,694	90	80	80	86	83	76	82	82	80
Students not tested in NECAP	7	6	7	25	21	27	317	299	344	9	8	9	5	4	5	2	2	3
State Approved	4	4	4	19	16	19	243	229	234	57	67	57	76	76	70	77	77	68
Alternate Assessment	4	4	4	15	16	16	219	212	210	100	100	100	79	100	84	90	93	90
First Year LEP	0	0	0	3	0	3	5	0	5	0	0	0	16	0	16	2	0	2
Withdrew After October 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Enrolled After October 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Special Consideration	0	0	0	1	0	0	19	17	19	0	0	0	5	0	0	8	7	8
Other	3	2	3	6	5	8	74	70	110	43	33	43	24	24	30	23	23	32

NECAP RESULTS

		School												District						State						
		Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
						N	%	N	%	N	%	N	%													
READING	79	4	3	72	15	21	46	64	7	10	4	6	549	488	22	50	15	13	546	13,422	15	53	23	9	545	
	MATH	79	4	2	73	11	15	42	58	14	19	6	8	544	492	16	46	16	22	542	13,440	16	48	18	18	543
WRITING	79	4	3	72	4	6	32	44	33	46	3	4	541	486	9	42	36	14	539	13,395	6	35	45	14	538	

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2011-2012

Reading Results

School: Fred P Hall School
District: Portland Public Schools
State: Maine
Code: 1134-1347

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 556–580)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 540–555)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

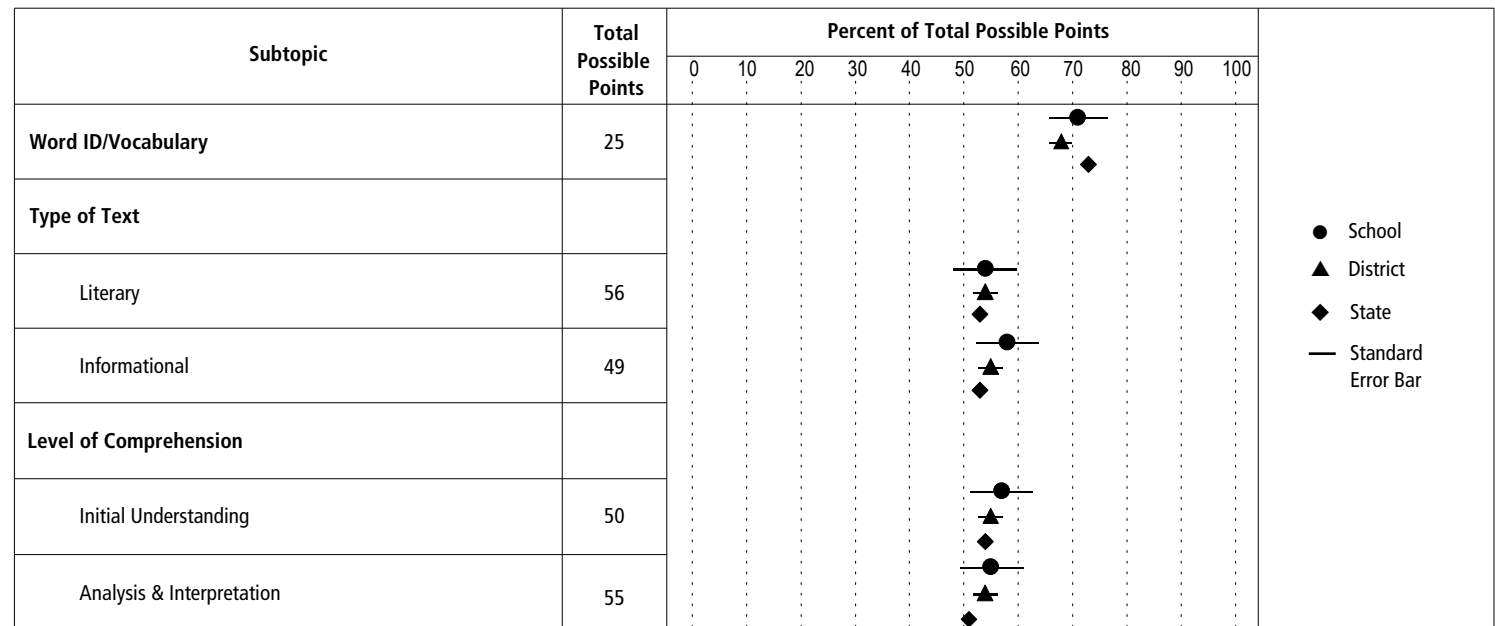
(Scaled Score 530–539)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 500–529)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10	80	3	0	77	13	17	49	64	11	14	4	5	549
2010-11	80	9	0	71	8	11	41	58	17	24	5	7	545
2011-12	79	4	3	72	15	21	46	64	7	10	4	6	549
Cumulative Total	239	16	3	220	36	16	136	62	35	16	13	6	548
District													
2009-10	497	8	5	484	100	21	254	52	84	17	46	10	547
2010-11	514	33	2	479	84	18	222	46	99	21	74	15	544
2011-12	513	19	6	488	106	22	244	50	74	15	64	13	546
Cumulative Total	1,524	60	13	1,451	290	20	720	50	257	18	184	13	546
State													
2009-10	13,920	196	83	13,641	2,058	15	7,796	57	2,776	20	1,011	7	546
2010-11	13,877	317	100	13,460	2,072	15	7,399	55	2,860	21	1,129	8	545
2011-12	13,739	243	74	13,422	2,060	15	7,096	53	3,072	23	1,194	9	545
Cumulative Total	41,536	756	257	40,523	6,190	15	22,291	55	8,708	21	3,334	8	545





Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2011-2012

Disaggregated Reading Results

School: Fred P Hall School
 District: Portland Public Schools
 State: Maine
 Code: 1134-1347

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	79	4	3	72	15	21	46	64	7	10	4	6	549	488	22	50	15	13	546	13,422	15	53	23	9	545
Gender																									
Male	44	3	1	40	6	15	26	65	4	10	4	10	547	257	16	49	17	18	543	6,936	10	52	26	11	543
Female	35	1	2	32	9	28	20	63	3	9	0	0	551	231	28	51	13	8	549	6,486	21	54	19	6	547
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	6	2	2	2										18	6	50	28	17	539	221	13	47	29	11	543
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										1						117	6	40	38	15	539
Asian	12	0	0	12	0	0	10	83	1	8	1	8	542	41	12	63	15	10	544	239	21	55	15	9	547
Black or African American	5	1	0	4										107	7	37	29	27	538	387	5	35	29	30	537
Native Hawaiian or Pacific Islander	0	0	0	0										1						13	38	38	8	15	549
White	52	1	1	50	13	26	32	64	3	6	2	4	551	310	29	52	10	9	550	12,290	16	54	23	8	545
Two or more races	3	0	0	3										10	20	80	0	0	553	155	13	53	24	10	545
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	15	2	1	12	0	0	8	67	3	25	1	8	540	130	4	41	28	28	537	436	5	34	32	29	537
Former LEP student - monitoring year 1	1	0	0	1										5						21	38	62	0	0	554
Former LEP student - monitoring year 2	0	0	0	0										2						15	60	33	7	0	557
All Other Students	63	2	2	59	14	24	38	64	4	7	3	5	550	351	27	54	11	8	549	12,950	16	54	23	8	545
IEP																									
Students with an IEP	15	4	1	10	0	0	6	60	3	30	1	10	544	64	2	34	30	34	536	2,123	1	25	39	35	534
All Other Students	64	0	2	62	15	24	40	65	4	6	3	5	550	424	25	52	13	10	548	11,299	18	58	20	4	547
SES																									
Economically Disadvantaged Students	29	3	2	24	1	4	16	67	4	17	3	13	543	242	8	47	22	23	540	6,165	8	48	29	14	541
All Other Students	50	1	1	48	14	29	30	63	3	6	1	2	551	246	35	53	8	4	552	7,257	22	57	17	4	548
Migrant																									
Migrant Students	0	0	0	0										0						7					
All Other Students	79	4	3	72	15	21	46	64	7	10	4	6	549	488	22	50	15	13	546	13,415	15	53	23	9	545
Title I																									
Students Receiving Title I Services	3	1	0	2										221	15	45	19	21	542	2,638	5	41	40	14	540
All Other Students	76	3	3	70	15	21	44	63	7	10	4	6	549	267	27	54	12	7	549	10,784	18	56	19	8	546
504 Plan																									
Students with a 504 Plan	1	0	0	1										4						300	9	52	30	9	543
All Other Students	78	4	3	71	15	21	45	63	7	10	4	6	549	484	22	50	15	13	546	13,122	15	53	23	9	545

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2011-2012

Mathematics Results

School: Fred P Hall School
District: Portland Public Schools
State: Maine
Code: 1134-1347

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 554–580)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 540–553)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

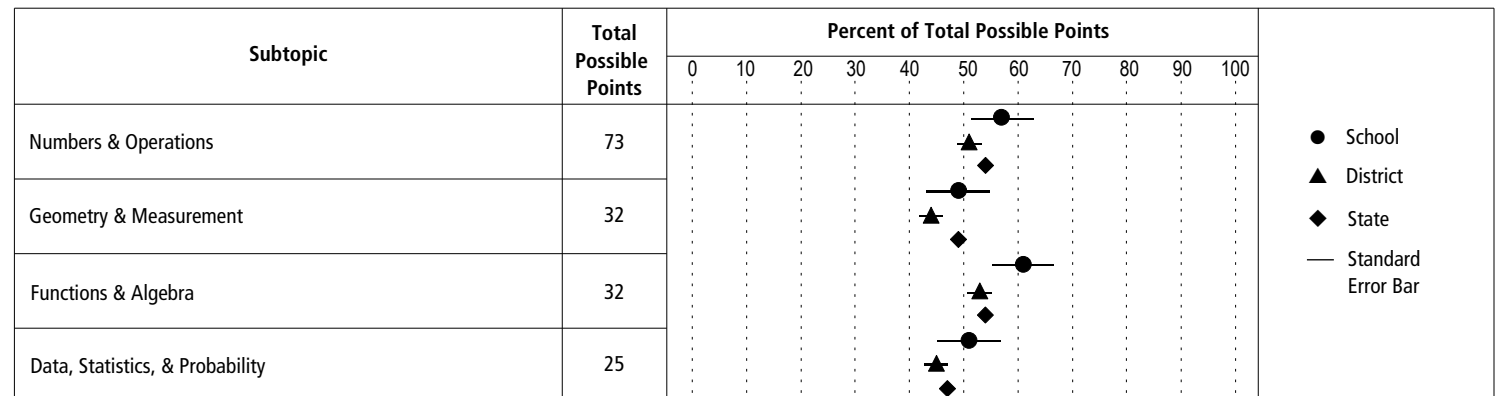
(Scaled Score 533–539)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 500–532)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10	80	4	0	76	12	16	47	62	9	12	8	11	546
2010-11	80	6	0	74	7	9	36	49	13	18	18	24	540
2011-12	79	4	2	73	11	15	42	58	14	19	6	8	544
Cumulative Total	239	14	2	223	30	13	125	56	36	16	32	14	543
District													
2009-10	497	9	1	487	81	17	191	39	82	17	133	27	541
2010-11	514	10	3	501	55	11	197	39	90	18	159	32	539
2011-12	513	16	5	492	78	16	226	46	78	16	110	22	542
Cumulative Total	1,524	35	9	1,480	214	14	614	41	250	17	402	27	541
State													
2009-10	13,920	168	77	13,675	2,399	18	6,271	46	2,461	18	2,544	19	543
2010-11	13,877	246	107	13,524	2,093	15	6,150	45	2,667	20	2,614	19	543
2011-12	13,739	229	70	13,440	2,207	16	6,438	48	2,439	18	2,356	18	543
Cumulative Total	41,536	643	254	40,639	6,699	16	18,859	46	7,567	19	7,514	18	543





Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2011-2012

Disaggregated Mathematics Results

School: Fred P Hall School
 District: Portland Public Schools
 State: Maine
 Code: 1134-1347

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	79	4	2	73	11	15	42	58	14	19	6	8	544	492	16	46	16	22	542	13,440	16	48	18	18	543
Gender																									
Male	44	3	1	40	9	23	21	53	8	20	2	5	546	259	16	45	17	23	541	6,949	17	47	18	18	543
Female	35	1	1	33	2	6	21	64	6	18	4	12	543	233	16	47	15	22	542	6,491	16	49	18	17	543
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	6	2	1	3										19	5	21	32	42	532	224	12	38	21	29	539
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										1						119	7	47	24	23	540
Asian	12	0	0	12	1	8	5	42	3	25	3	25	540	41	5	61	15	20	542	242	23	48	14	15	546
Black or African American	5	1	0	4										110	1	27	23	49	531	392	4	31	21	44	534
Native Hawaiian or Pacific Islander	0	0	0	0										1						13	23	54	8	15	546
White	52	1	1	50	9	18	31	62	9	18	1	2	546	310	24	51	12	13	546	12,295	17	49	18	16	543
Two or more races	3	0	0	3										10	10	60	30	0	547	155	19	45	18	18	543
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	15	2	0	13	1	8	5	38	3	23	4	31	538	134	3	30	18	49	532	449	3	32	20	44	534
Former LEP student - monitoring year 1	1	0	0	1										5						21	43	48	5	5	553
Former LEP student - monitoring year 2	0	0	0	0										2						15	47	33	7	13	555
All Other Students	63	2	2	59	9	15	37	63	11	19	2	3	546	351	21	52	15	12	545	12,955	17	48	18	17	543
IEP																									
Students with an IEP	15	4	1	10	1	10	8	80	1	10	0	0	546	64	8	22	22	48	532	2,131	3	24	24	49	532
All Other Students	64	0	1	63	10	16	34	54	13	21	6	10	544	428	17	50	15	18	543	11,309	19	52	17	12	545
SES																									
Economically Disadvantaged Students	29	3	1	25	1	4	13	52	7	28	4	16	540	246	4	37	22	37	535	6,181	8	43	23	26	539
All Other Students	50	1	1	48	10	21	29	60	7	15	2	4	547	246	27	55	10	8	548	7,259	23	52	14	10	546
Migrant																									
Migrant Students	0	0	0	0										0						7					
All Other Students	79	4	2	73	11	15	42	58	14	19	6	8	544	492	16	46	16	22	542	13,433	16	48	18	18	543
Title I																									
Students Receiving Title I Services	3	1	0	2										224	8	37	20	36	537	2,644	3	36	30	32	537
All Other Students	76	3	2	71	11	15	40	56	14	20	6	8	544	268	23	53	13	11	546	10,796	20	51	15	14	545
504 Plan																									
Students with a 504 Plan	1	0	0	1										4						300	10	45	24	20	541
All Other Students	78	4	2	72	10	14	42	58	14	19	6	8	544	488	16	46	16	22	542	13,140	17	48	18	17	543

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2011-2012

Writing Results

School: Fred P Hall School
 District: Portland Public Schools
 State: Maine
 Code: 1134-1347

Proficient with Distinction (Level 4)

Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

(Scaled Score 555–580)

Proficient (Level 3)

Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

(Scaled Score 540–554)

Partially Proficient (Level 2)

Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

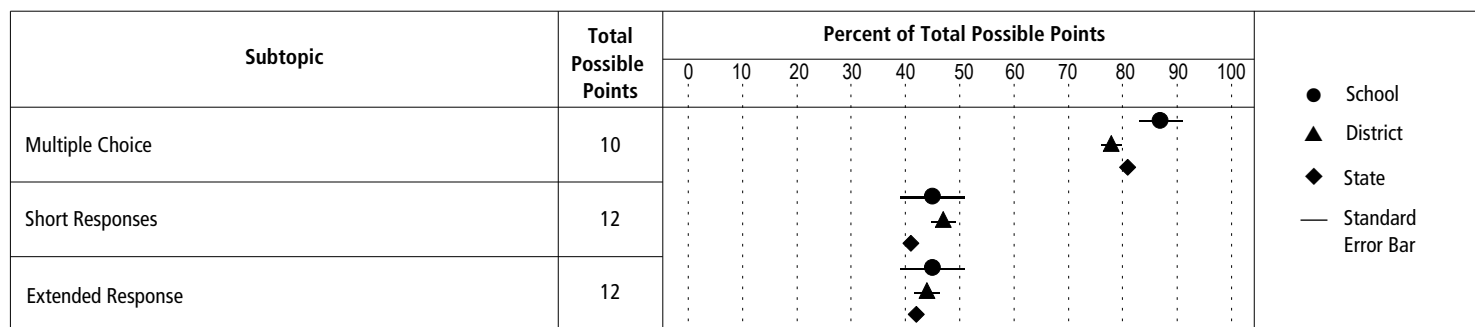
(Scaled Score 527–539)

Substantially Below Proficient (Level 1)

Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

(Scaled Score 500–526)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10													
2010-11	80	9	0	71	9	13	25	35	30	42	7	10	540
2011-12	79	4	3	72	4	6	32	44	33	46	3	4	541
Cumulative Total	159	13	3	143	13	9	57	40	63	44	10	7	541
District													
2009-10													
2010-11	514	32	5	477	55	12	159	33	181	38	82	17	539
2011-12	513	19	8	486	42	9	202	42	173	36	69	14	539
Cumulative Total	1,027	51	13	963	97	10	361	37	354	37	151	16	539
State													
2009-10													
2010-11	13,877	309	133	13,435	1,137	8	4,644	35	6,302	47	1,352	10	539
2011-12	13,739	234	110	13,395	771	6	4,637	35	6,069	45	1,918	14	538
Cumulative Total	27,616	543	243	26,830	1,908	7	9,281	35	12,371	46	3,270	12	539





Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2011-2012

Disaggregated Writing Results

School: Fred P Hall School
 District: Portland Public Schools
 State: Maine
 Code: 1134-1347

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	79	4	3	72	4	6	32	44	33	46	3	4	541	486	9	42	36	14	539	13,395	6	35	45	14	538
Gender																									
Male	44	3	1	40	2	5	15	38	21	53	2	5	540	255	5	37	39	19	537	6,914	3	28	50	19	535
Female	35	1	2	32	2	6	17	53	12	38	1	3	541	231	13	46	32	9	542	6,481	9	42	41	9	541
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	6	2	2	2										18	0	28	50	22	533	219	5	31	49	16	537
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										1						117	1	21	50	29	532
Asian	12	0	0	12	1	8	3	25	7	58	1	8	538	41	12	27	46	15	538	238	8	40	39	13	540
Black or African American	5	1	0	4										106	4	29	41	26	534	384	2	24	42	33	532
Native Hawaiian or Pacific Islander	0	0	0	0										1						13	15	62	8	15	545
White	52	1	1	50	3	6	27	54	18	36	2	4	542	309	10	48	32	10	542	12,269	6	35	46	14	538
Two or more races	3	0	0	3										10	10	60	30	0	545	155	5	34	42	19	537
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	15	2	1	12	1	8	2	17	8	67	1	8	538	130	6	28	38	28	534	434	4	24	42	30	533
Former LEP student - monitoring year 1	1	0	0	1										4						20	5	55	35	5	542
Former LEP student - monitoring year 2	0	0	0	0										2						15	20	53	27	0	546
All Other Students	63	2	2	59	3	5	29	49	25	42	2	3	541	350	9	46	35	9	541	12,926	6	35	45	14	538
IEP																									
Students with an IEP	15	4	1	10	0	0	3	30	5	50	2	20	536	63	0	14	40	46	528	2,111	<1	8	43	48	527
All Other Students	64	0	2	62	4	6	29	47	28	45	1	2	541	423	10	46	35	9	541	11,284	7	40	46	8	540
SES																									
Economically Disadvantaged Students	29	3	2	24	1	4	8	33	12	50	3	13	538	240	5	30	43	23	535	6,149	3	26	50	21	535
All Other Students	50	1	1	48	3	6	24	50	21	44	0	0	542	246	13	53	29	5	543	7,246	8	42	41	9	540
Migrant																									
Migrant Students	0	0	0	0										0						6					
All Other Students	79	4	3	72	4	6	32	44	33	46	3	4	541	486	9	42	36	14	539	13,389	6	35	45	14	538
Title I																									
Students Receiving Title I Services	3	1	0	2										220	7	33	38	22	536	2,633	2	20	55	23	534
All Other Students	76	3	3	70	4	6	31	44	32	46	3	4	541	266	10	49	33	8	542	10,762	7	38	43	12	539
504 Plan																									
Students with a 504 Plan	1	0	0	1										4						299	2	24	57	17	535
All Other Students	78	4	3	71	4	6	32	45	32	45	3	4	541	482	9	42	35	14	539	13,096	6	35	45	14	538

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.